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ABSTRACT

A major goal of public education is to provide all students an equal chance to achieve to their full potential regardless of background. To attain this goal, schools often must compensate for the disadvantaged backgrounds of some students who have needs that cannot be fully met by the regular instructional program. Compensatory programs represent a way to assist these students. This two-part report views Chapter 1 and migrant program activities in North Carolina during 1987-88. The review of Chapter 1 programs examines program administration, participants served, instruction delivered, staff employed, funds expended, and outcomes measured. In 1987-88, North Carolina Chapter 1 allocations totaled $72.4 million. Seventy-five percent of schools were eligible to receive Chapter 1 funds, based upon poverty indices, and 92% of eligible schools provided services. Most services were provided to students in grades 4-8. At least 75% of the Chapter 1 instruction occurred in a location other than the regular class. These "pullout activities" were successful as measured by students' scores. Reading was the most prevalent instructional activity. Program costs were reasonable. Review of migrant programs suggests that this North Carolina migrant education program is adequately meeting the legislative requirements and the national program objectives. Recommendations generally encourage continuing current successful migrant education programs. This document contains numerous tables and figures. (Author/DHP)

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CHAPTER 1
&
MIGRANT EDUCATION
IN
NORTH CAROLINA

1987 - 1988

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August 1989

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PART 1

CHAPTER 1

SUMMARY

CHAPTER 1 IN NORTH CAROLINA - 1987-88

Local Education Agencies (LEAs) Served	139
Public Schools Served	1 ,346
Total Expenditures	$ 80,857,351
Total Participants	114,045
Expenditures per Participant	$708
Expenditures for Personnel	$76,015,311
State Applicant Agency (SAA - Delinquent) Programs Served	11
Total Allocation	$1,046,829
Total Participants	1,581
Expenditures per Participant (Est.)	$ 662

LEA INSTRUCTIONAL PROGRAMS

Subject Area	Expenditures (Millions)	Number of Participants	Cost Per Student
Reading/Language Arts	$51.5	105,579	$488
Math	$11.5	28,083	$410

LEA STUDENT ACHIEVEMENT - NCE GAINS*

	Spring-Spring		Fall-Spring	
Grade	Reading	Math	Reading	Math
2	3.06	3.96	7.01	9.15
3	4.06	8.36	5.78	1.66
4	2.20	3.84	6.54	1.56
5	1.96	1.51	7.69	8.38
6	2.69	5.95	4.15	3.00
7	1.00	2.82	3.29	---
8	2.08	4.38	2.89	---
9	2.69	2.54	0.91	---
10	-1.10	3.62	1.99	---
11	-0.93	5.29	-1.35	---
12	---	---	---	---

*Gains are reported in normal curve equivalents. Empty cells indicate no scores reported or too few scores reported to aggregate.

CHAPTER 1 IN NORTH CAROLINA
1987-1988

OVERVIEW

A major goal of public education is to provide all students an equal chance to achieve to the full extent of their potential regardless of economic, ethnic, social or cultural background. To attain this goal, schools often must compensate for the disadvantaged backgrounds of some students who have needs that cannot be fully met by the regular instructional program. Compensatory education programs represent a way to assist these students.

The purpose of compensatory education is to augment the regular education program by providing instruction in the basic skills designed specifically to meet the educational needs of educationally deprived students--students who are performing below the expected grade level for their age group.

Compensatory education programs are based upon the following assumptions:

- Almost all children learn when appropriate settings and experiences are provided for them;
- Students with special needs require special attention; and
- Students' needs vary, and educational experiences must be diversified to ensure all students have genuine opportunities to master basic skills.

Chapter 1, ECIA is a federally funded compensatory education program created by the Education Consolidation and Improvement Act, Public Law 98-211.

This report reviews Chapter 1 program activities in North Carolina during 1987-88 by looking at program administration, participants served, instruction delivered, staff employed, funds expended and outcomes measured.

In 1987-88, the Chapter 1 allocations for the 139 school districts in North Carolina totaled $72.4 million. Of the 1,952 schools in those districts, 1,465 (75.0%) were eligible to receive Chapter 1 funds based upon poverty indices. A total of 1,346 schools (68.9%) provided Chapter 1 services. Ninety-two percent of the eligible schools provided Chapter 1 services.

FIGURE 1

North Carolina Schools and Chapter 1 - 1987-88

Total.....	1,952	Schools - 100%
Eligible.....	1,465	Schools - 75%
Served.....	1,346	Schools - 69%

The 1987-88 Chapter 1 allocation for delinquent children totaled $1,086,992. Chapter 1 services were provided at five (5) youth centers and at six (6) correctional institutions. A total of 1,581 children were served.

PROGRAM ADMINISTRATION

The U.S. Department of Education allocates Chapter 1 funds to the various states, and those funds are channeled through the State Department of Education to local education agencies (LEAs).

In North Carolina, the Division of Support Programs administered the Chapter 1 program during 1987-88. A staff of one administrator and three consultants interpreted state and federal legislation and regulations, reviewed and approved LEA applications and conducted on-site monitoring. The staff also provided technical assistance in needs assessment, program planning, proposal writing, program administration, staff development, parental involvement and program evaluation. The Chapter 1 staff delivered services in a variety of ways, including local and regional workshops, statewide conferences, speaking engagements, publications, newsletters, and correspondence.

One-third of the 139 LEA programs are monitored each year. Findings are recorded on a program review instrument based upon state and federal program requirements. They are used in conjunction with evaluation findings to identify program strengths and weaknesses, to set priorities for the ensuing year, and to plan program activities that will meet the needs of Chapter 1 children.

CHAPTER 1 PROGRAMS IN LOCAL EDUCATION AGENCIES (LEAs)

For many LEAs, coordination of the Chapter 1 program requires a full-time position. In some small LEAs, however, Chapter 1 coordinators have other duties as well. These coordinators direct local needs assessment and program planning activities, supervise program operations, and collect and report required data about Chapter 1 participants and programs.

Each LEA reports Chapter 1 demographic data on an annual basis and student achievement data each third year on the following schedule:

Sample	Number of LEAs	Report Year
B	48	1987
C	46	1988
A	46	1989

Each sample group is representative of the state as a whole.

The program in North Carolina is evaluated in part by determining whether Chapter 1 programs are:

- Available in eligible schools,
- Designed to meet identified needs of eligible children,
- Serving educationally deprived children,
- Conducted as described in the approved application, and
- Evaluated in terms of progress made toward the following stated objectives -

  - Reading program participants across grade levels served make average gain of at least two (2) Normal Curve Equivalents (NCEs), and

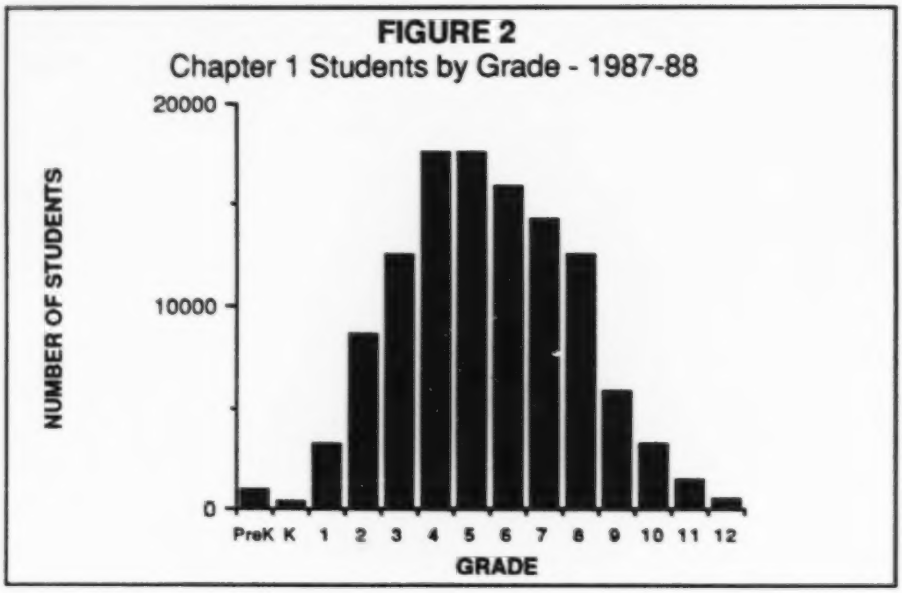
  - Mathematics program participants across grade levels served make average gain of at least three (3) NCEs.

PARTICIPANTS

In the 1987-88 school year, 114,045 students (10.6% of all students in the state) received supplemental educational services through Chapter 1. Of that total, 481 students lived in local institutions for neglected children and 478 students attended private schools. The concentration of Chapter 1 participants was highest in grades 3, 4, 5, 6, 7 and 8, and lowest in pre-kindergarten, kindergarten, and grades 11 and 12.

FIGURE 2

Chapter 1 Students by Grade - 1987-88



Of the 114,045 students served by Chapter 1, 55.7% were male and 44.3% were female.

FIGURE 3

Chapter 1 Students by Gender - 1987-88

Of the 114,045 students served by Chapter 1, 50.2% were Black, 45.7% were White, and 2.8% were American Indian. "Other" category included Asian and Hispanics and accounted for 1.4% of the total students served.

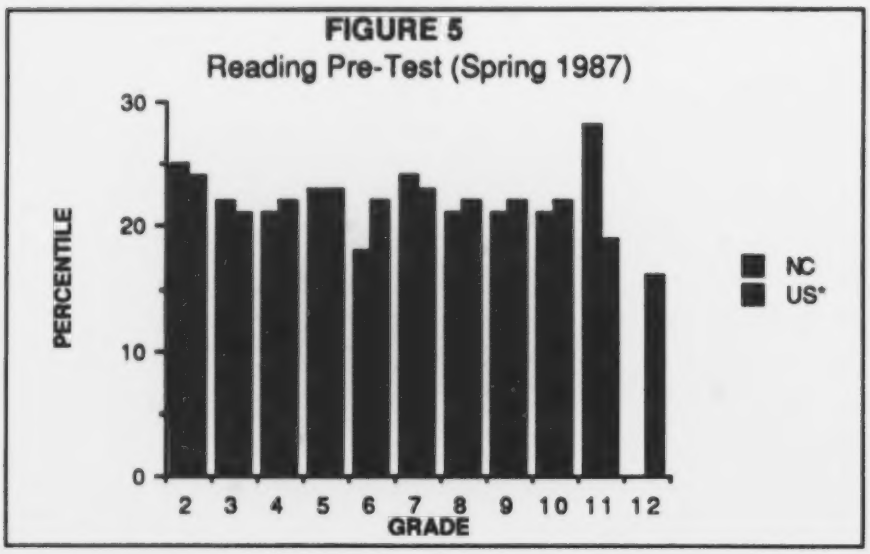
FIGURE 4

Chapter 1 Students by Ethnic Group - 1987-88

In 1987-88, Chapter 1 programs in North Carolina served the intended target group--educationally disadvantaged children. Pre-test scores indicate that the students selected for Chapter 1 reading programs were in need of remediation. The weighted average percentile rank of the state's Chapter 1 students on the pre-test was 22 in reading.

FIGURE 5

Reading Pre-Test (Spring 1987)

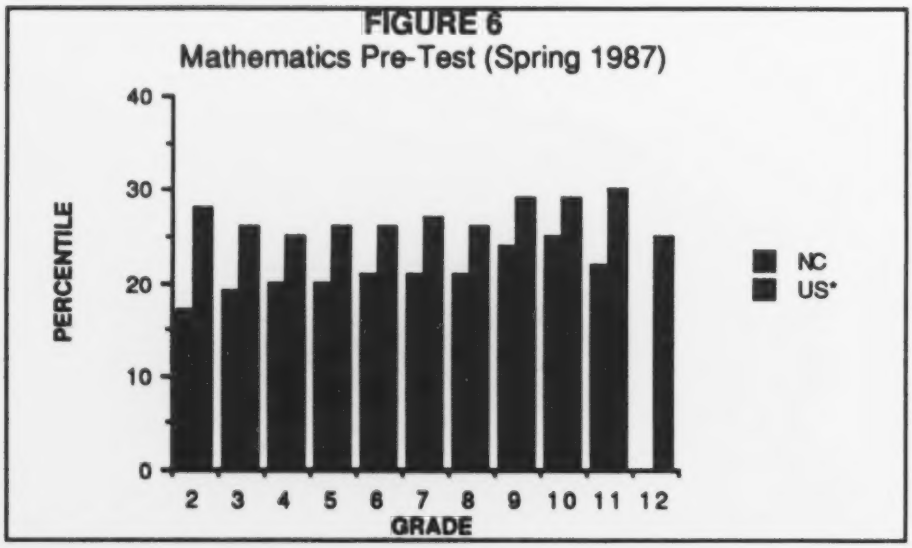


*US data are for spring of 1986.

Pre-test scores indicate that the students selected for mathematics programs were in need of remediation. The weighted average percentile rank of North Carolina's Chapter 1 students on the pre-test was 21 in mathematics.

FIGURE 6

Mathematics Pre-Test (Spring 1987)



*US data are for spring of 1986.

INSTRUCTION

Each LEA operated a Chapter 1 program in 1987-88. Many of the programs were composed of two or more types of instructional activities. LEAs in Sample C reported 542 instructional activities conducted in four (4) instructional settings. A brief description of each of the instructional settings follows:

- Regular Classroom

  At least 75% of the Chapter 1 instruction occurred in the regular classroom of the Chapter 1 participants.

- Pullout

  At least 75% of the Chapter 1 instruction occurred in a location other than the regular classroom.

- Paired

  Responsibility for instruction for a class of eligible students assigned jointly to a Chapter 1-paid teacher and a non-Chapter 1-paid teacher, with each teaching one-half of the class.

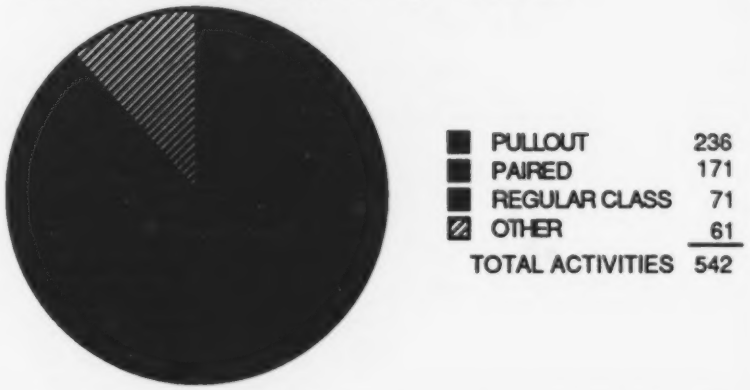
- Other

  Any setting not adequately described by one of the above statements.

Of the 542 activities reported, 236 were in pullout settings (43.5%) and 171 were in paired settings (31.5%).

FIGURE 7

Instructional Activity by Setting - 1987-88



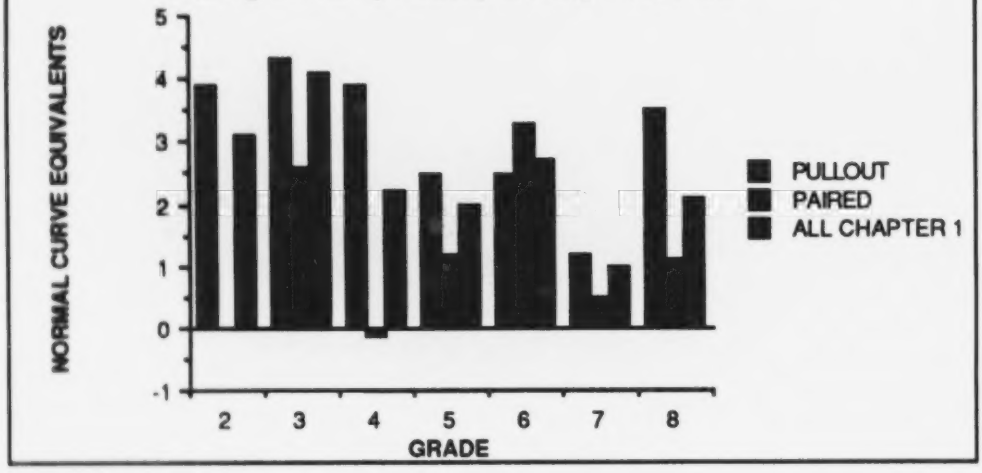
The activities reported under "other" included pre-kindergarten programs for four-year old children and after-school programs operated after regular school hours. These approaches to compensatory education have not been thoroughly evaluated and merit further study.

Pullout activities have been successful in North Carolina. Student gain scores for these programs were good in 1988. Some LEAs prefer an activity type which does not pull children from the regular teacher's class in order to provide compensatory education.

Paired activities offer an alternative to pullout activities, especially in the middle and junior high schools. The number of paired activities has increased over the past few years although little data are available as to their effectiveness. Sample C data indicated that students in paired activities did not do as well in 1988 as students in pullout activities. Only in grade 6 did paired projects do better than pullout projects.

FIGURE 8

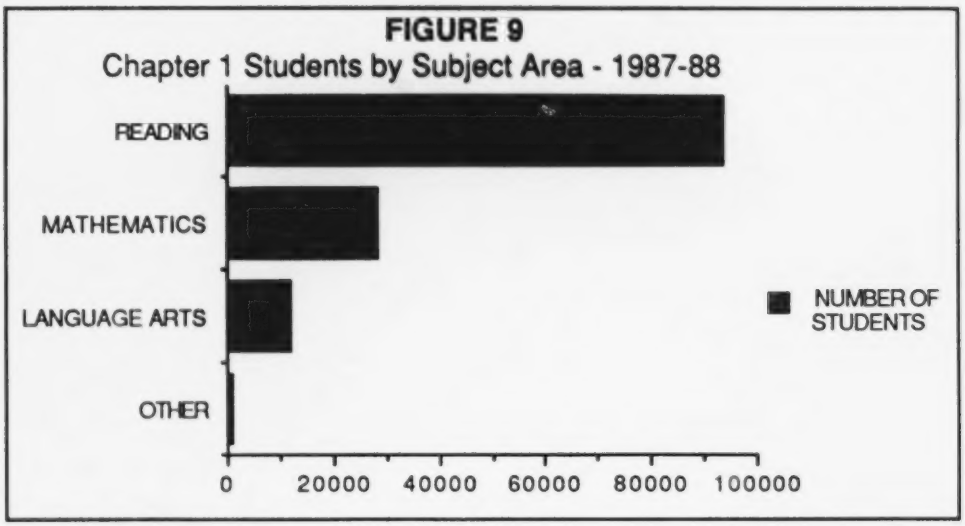
Reading Gains by Activity Setting - 1987-88



At grades 2 and 4 no gains were reported for paired students. Those results contrast with results for 1986-87 when paired projects showed equal or higher gains than pullout activities. Too few pullout activities were reported in grades 9-12 to make a comparison with paired activities. Additional study will be necessary before the relative effectiveness of the two types of activities can be judged.

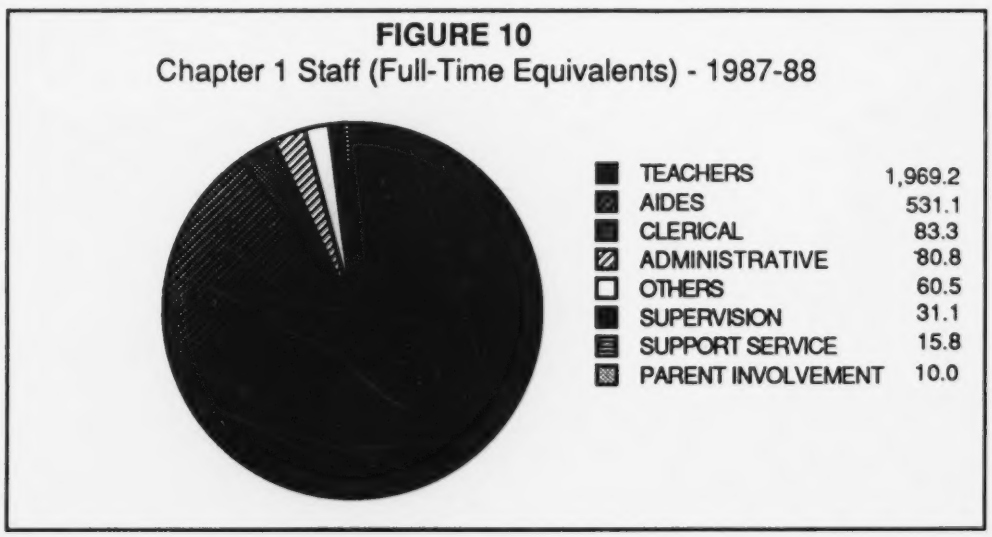
About 93% of the students receiving Chapter 1 instruction received special help in reading, sometimes in combination with other language skills. More than 24% received special help in mathematics. Some students participated in both reading and mathematics. The "other" category included 950 students in pre-kindergarten programs.

Chapter 1 programs were designed to meet the specific needs of students. Group needs assessments and individual diagnoses were used in the design of instructional programs for students. Low teacher-student ratios enabled teachers to work individually with educationally deprived students.



STAFF

Chapter 1 programs employed 2,781.8 full-time equivalent persons during the 1987-88 school year. Teachers were by far the largest group, making up 70.8% of the Chapter 1 staff. Aides made up 17.4% of the total staff. The "other" category included tutors and evaluators.

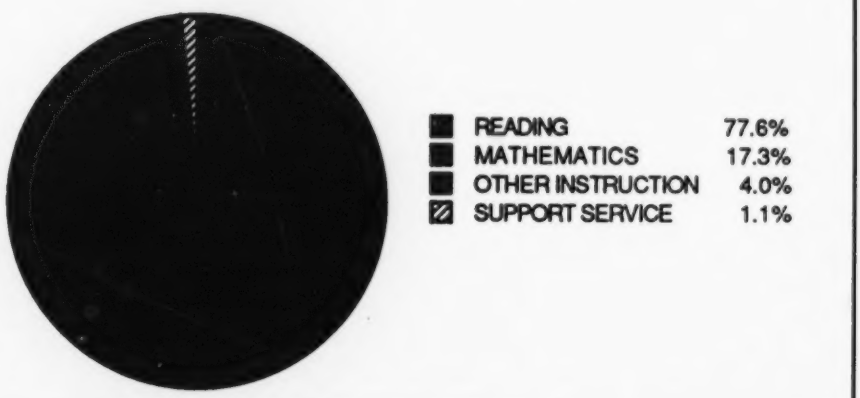


EXPENDITURES

Of the $80.9 million expenditures reported for 1987-88, ninety-four percent (94.0%) was used to employ Chapter 1 staff. A total of $76.0 million was expended for salaries and benefits. Of this total, 86.6% was for teachers and aides, and 6.6% was for administrators and supervisors.

After excluding administration, equipment, evaluation, and staff development costs, the LEAs reported $66.4 million dollars expended directly for instructional and support activities. Reading programs accounted for 77.6% and mathematics accounted for 17.3% of the expenditures. Approximately 5.0% of the total was for other instructional and support activities.

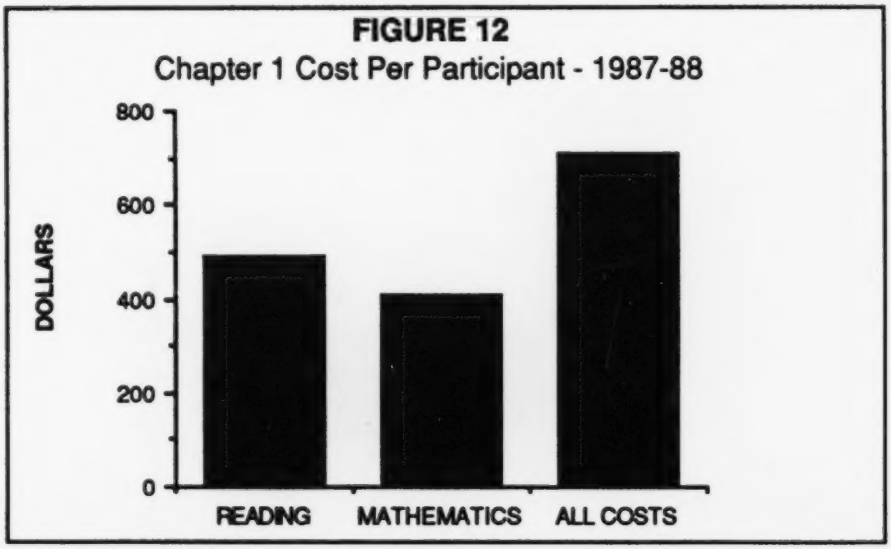
FIGURE 11
Chapter 1 Expenditures by Activity - 1987-88



Estimated costs per Chapter 1 participant were derived in two ways. LEAs reported unduplicated counts of participants and estimated expenditures for Chapter 1 reading and mathematics activities separately. Dividing the expenditures by number of participants resulted in a cost per participant of $488 in reading and $410 in mathematics.

FIGURE 12

Chapter 1 Cost Per Participant - 1987-88



LEAs reported total Chapter 1 expenditures, which included administration, equipment, evaluation, and staff development, as well as program costs and total unduplicated costs of participants. Dividing the total expenditures by the unduplicated number of participants resulted in a cost per participant of $709.

TRAINING

Each year, many local Chapter 1 programs provide training to improve staff skills. In 1987-88, 3,235 individuals participated in Chapter 1-funded training. Of those participants, 74.8% were Chapter 1 staff and 25.2% were regular classroom teachers and others who work with the children receiving Chapter 1 services.

PARENT INVOLVEMENT

Parent involvement is an important component in Chapter 1 programs. Sixty-three North Carolina districts have district parent advisory councils. Other districts stress parent participation in other ways.

Parents play a part in determining the needs to be addressed by a Chapter 1 program. A total of 11,707 parents participated in this process in 1987-88 by attending planning meetings, participating in discussion groups, completing questionnaires, and meeting individually with Chapter 1 staff members.

Parents enriched Chapter 1 programs in numerous other ways. More than 3,200 parents worked as volunteers in activities in or outside the classroom. Students, parents, and programs benefit from this involvement.

STUDENT ACHIEVEMENT

Program success is measured in part by standardized achievement tests. School districts choose specific tests which best match their Chapter 1 curriculum. Most districts in North Carolina use the California Achievement Test. Tests are administered at the beginning and near the end of the programs.

The differences in Chapter 1 students' scores on pre- and post-tests provide an indicator of program effectiveness. Increases in achievement levels as indicated by test results are referred to as gains--the difference between a post-test and a pre-test Normal Curve Equivalent (NCE) score. Because no NCE gain is expected of educationally deprived students not receiving Chapter 1 assistance, any gain made by Chapter 1 students is educationally significant.

EVALUATION RESULTS

Most North Carolina districts evaluate the impact of their Chapter 1 programs on students by pre-testing in the spring and post-testing the following spring. Districts using this approach demonstrated gains in mathematics and reading at every grade except 10 and 11 in 1987-88. When measured from spring-to-spring, North Carolina's gains in reading were greater than gains for the country as a whole in grades 2, 3 and 9. In mathematics, North Carolina's gains were greater than gains for the country as a whole in grades 3, 6, 8, 10, and 11. National gains were based on data reported for the 1986-87 school year. At high school grades where no North Carolina gain data is recorded in the figures, no data were reported for 1987-88.

FIGURE 13

Reading Gains (Spring-to-Spring) - 1987-88

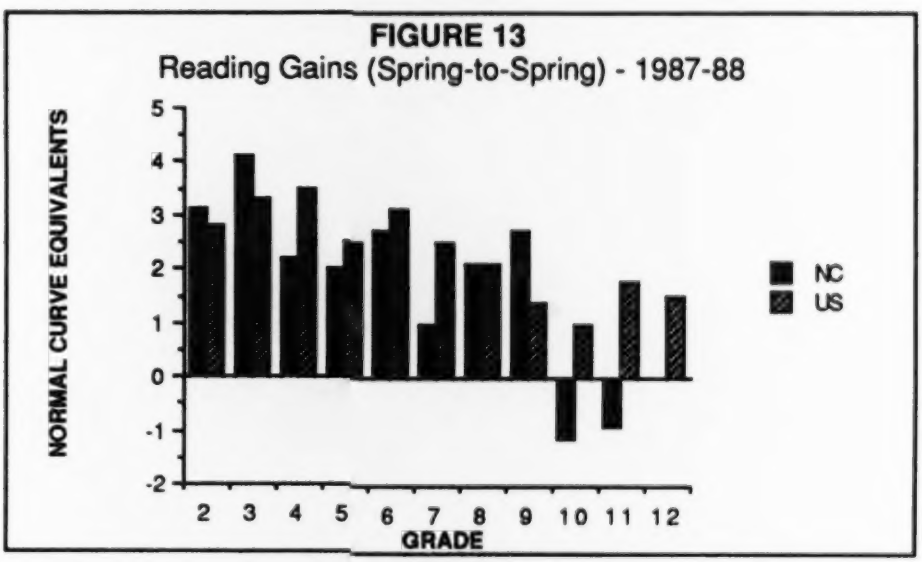
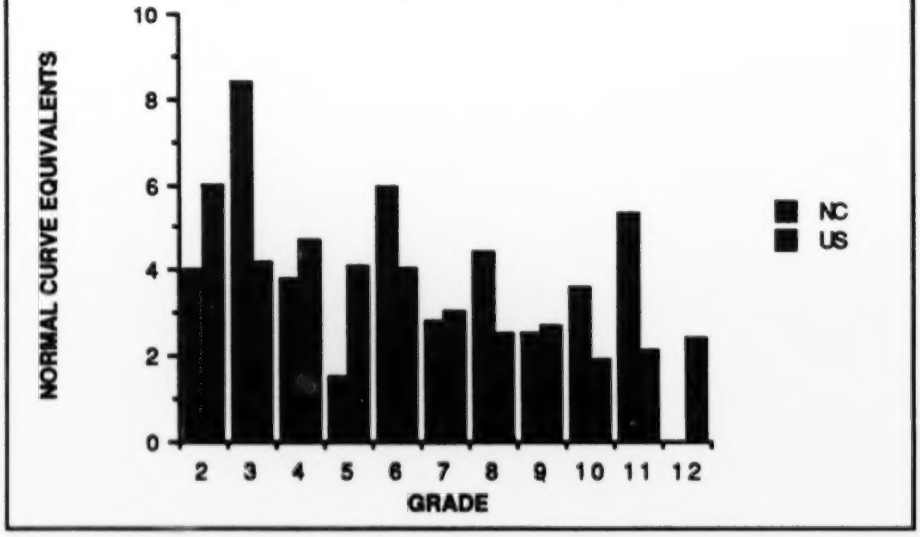


FIGURE 14

Mathematics Gains (Spring-to-Spring) - 1987-88



When measured from fall-to-spring, North Carolina made gains in reading and mathematics at each grade where Chapter 1 programs were operated. No national summary data were available for fall-to-spring testing.

FIGURE 15

Reading Gains (Fall-to-Spring) - 1987-88

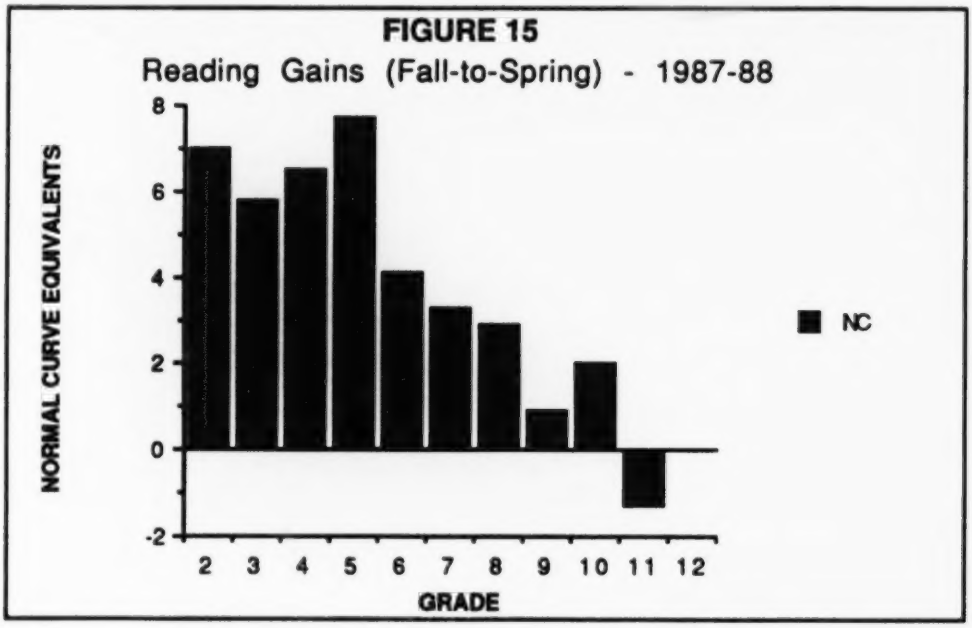
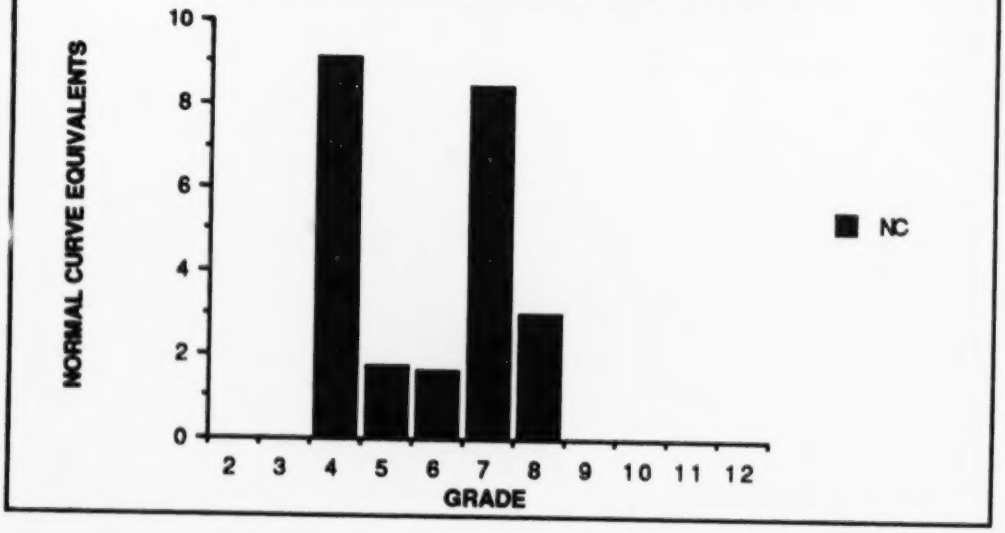


FIGURE 16
Mathematics Gains (Fall-to-Spring) 1987-88



CHAPTER 1 PROGRAMS FOR DELINQUENT CHILDREN

Chapter 1 authorizes funds for supplementary educational opportunities for delinquent children who attend schools operated by State Applicant Agencies (SAAs). Children convicted of crimes in juvenile court proceedings are sent to institutions operated by the Department of Human Resources. Children convicted of crimes in adult court proceedings are sent to prisons operated by the Department of Correction.

In 1987-88, $979,050 was budgeted for Chapter 1 programs at institutions operated by SAAs in North Carolina.

FIGURE 17

SAA Budgets and Number Served - 1987-88

SAA	Number Served		Budget	Cost Per Pupil
	Institutions	Children		
Correction	6	1,061	560,687	528
Human Resources	5	520	418,363	805
Total/Average	11	1,581	979,050	620

The Chapter 1 program served 1,581 delinquent students in eleven institutions. Students served ranged in age from as low as ten to as high as twenty-one years.

FIGURE 18

Delinquent Participants by Age - 1987-88

The typical delinquent participant was older than the typical LEA participant. Almost two-thirds of the delinquent participants were seventeen or older.

Needs assessments conducted by the SAAs revealed a need for Chapter 1 programs in reading and mathematics. In institutions of the Department of Correction, students below age 21 were served who either had not graduated from high school or had not obtained an equivalent certificate through the General Educational Development (GED) test. Schools in the Department of Human Resources served students who ranked below the fortieth percentile on a standardized reading or mathematics test.

In 1987-88, 1,376 delinquent students were served in Chapter 1 reading programs and 1,152 delinquent students were served in Chapter 1 mathematics programs.

FIGURE 19

Delinquent Participants by Instructional Program - 1987-88

SAA	Reading	Mathematics
Correction	1,061	947
Human Resources	315	205
Total	1,376	1,152

Both pullout and paired activities were conducted. Chapter 1 programs for delinquent children were staffed by twenty-two teachers and nine aides.

FIGURE 20

Delinquent Program Staff - 1987-88

SAA	Teachers	Aides
Correction	12	6
Human Resources	10	3
Totals	22	9

Students were placed in or removed from an institution on any given day. Many students remained in an institution for six months or less, making it impossible to administer a pre-test to all participants in the fall and a post-test in the spring. Academic progress was measured in other ways.

The Department of Correction administered criterion-referenced tests in reading and mathematics to measure the number of objectives mastered between two points in time. A gain in number of objectives mastered indicated that the program was working.

The Department of Human Resources used the Test of Adult Basic Education (TABE) and the Reading Miscue Inventory (RMI) to measure the effectiveness of the Chapter 1 program.

Although pre-post test data are not available for this group of Chapter 1 participants, other indicators imply that these students mastered needed skills while participating in Chapter 1.

FINDINGS

The findings of the 1987-88 Chapter 1 evaluation follow:

- Chapter 1 programs were widely available in North Carolina (in all LEAs, in 69% of the schools and in eleven institutions for delinquent children).
- Chapter 1 programs were designed to meet identified needs of eligible children.
- Educationally deprived children were selected and served (typical participant ranked at the 20th percentile).
- A majority of the participants were in grades 4-8 (68%).
- Few children were served in the early grades or in high school.
- Pullout activities were most prevalent, but many paired activities were in operation.
- Reading was the most prevalent instructional activity.
- Program costs were reasonable ($709 per participant in LEAs and $620 in SAAs).
- Staff salaries and benefits accounted for 94% of the expenditures.
- Some new and/or modified compensatory education approaches were implemented (pre-kindergarten, after-school programs).
- Spring-to-spring testing using state test data was the most frequently used evaluation design.
- Periodic testing using criterion-referenced test data was the most frequently used evaluation design by SAAs.

- LEAs evaluated success of programs in terms of the objectives stated in their applications.

- Students made achievement gains in reading and mathematics at each grade level.

- One-third of LEAs were monitored by state staff.

- Parent councils, though not mandated, operated in 63 LEAs.

RECOMMENDATIONS

It is recommended that the Chapter 1 program in North Carolina continue to place high priority on:

- Assessment of needs of eligible LEA, private, and delinquent children and planning of instructional activities to meet those needs.

- Instructional services delivered in elementary and middle grades.

- Instructional services delivered to delinquent children in SAA schools.

- Spring-to-spring testing as the preferred means of measuring participant achievement gains.

- Annual collection of demographic and achievement data.

- SEA monitoring of a minimum of one-third of the LEAs each year.

- Evaluation of programs in terms of previously stated objectives.

In addition, it is recommended that the Chapter 1 program in North Carolina strengthen efforts to:

- Evaluate new and/or modified programs prior to their widespread adoption.

- Promote use of evaluation findings in program improvement efforts.
- Identify approaches to compensatory education which offer promise of meeting children's needs in different ways and/or at different times.
- Find funding sources for preschool and high school programs.
- Measure outcomes of Chapter 1 programs for delinquent children.
- Implement an LEA self-monitoring system.
- Promote greater involvement of parents in the education of Chapter 1 children.

PART 2

MIGRANT EDUCATION

SUMMARY

MIGRANT EDUCATION IN NORTH CAROLINA - 1987-88

Local Education Agencies (LEAs) Served	
Regular Term	56
Summer Term	37
Schools Served	
Regular Term	339
Summer Term	128
State Allocation	$2,572,824
Total Enrollment	
Regular Term	4,639
Summer Term	2,254
TOTAL	6,893
Per Pupil Expenditure	$373.25

SUPPORTIVE AND INSTRUCTIONAL PROGRAMS

Number of Students Served by Program Area as Reported by LEAs
(NOTE: A Student may be served in more than one program area.)

	Regular Term	Summer Term
Reading	2,592	1,627
Language Arts	914	902
English as a Second Language	188	75
Mathematics	2,108	1,577
Attendance, Social Work, and Guidance	1,395	634
Health	655	660
Dental	420	606
Nutrition	908	902

GRADE EQUIVALENT SCORES - 1987-88
ANNUAL TESTING PROGRAM

Reading		Math	
Grade	Grade Equivalent	Grade	Grade Equivalent
3	3.1	3	3.6
6	5.5	6	5.7
8	7.4	8	7.8

ACHIEVEMENT GAINS - 1987-88
REPORTED IN NORMAL CURVE EQUIVALENTS
SPRING TO SPRING

Grade	N	Reading	N	Math
2	46	4.6	21	16.0
3	46	10.6	31	19.4
4	38	5.8	32	9.5
5	34	7.3	31	13.4
6	26	2.3	24	3.2
7	25	2.6	19	2.0
8	15	3.9	13	4.0
10	- -			

MIGRANT EDUCATION IN NORTH CAROLINA
1987-1988

INTRODUCTION

EVALUATION DESIGN

This evaluation focuses on two primary components:

(1) the attainment of objectives as set forth in the FY 1987 North Carolina State Plan, and
(2) performance by local education agency projects.

Data used in compiling this report were obtained from local project directors, the Migrant Student Record Transfer System (MSRTS), the Annual Testing Program, local education agency (LEA) monitoring reports, and from instruments and forms devised by state agency staff.

Local education agencies were responsible for preparing a "Local Project Evaluation Report." These reports were submitted not later than fifteen days following the last day of the school year for students in both the regular and summer terms. Each LEA evaluation report was reviewed by the migrant consultant assigned to work with that project. Reports were carefully scrutinized to determine the extent to which project objectives were achieved and to determine the availability of adequate documentation.

Additionally, local project directors were required to submit an LEA Performance Report. This report requested statistical data in various categories to include such items as gender, racial/ethnic group, grade, and migrant status.

All of this information was collected, compiled and analyzed at the state level. A copy of the annual evaluation report will be disseminated to designated officials in the Department of Education, local project directors, superintendents, state agency personnel, and other interested audiences.

After twenty-two years of service to migrant children, the North Carolina Migrant Education Program continues its ongoing commitment to a positive and successful educational climate.

STATE PRIORITIES AND OBJECTIVES

Providing program continuity for migratory children ranks highest among the priorities in North Carolina's Migrant Education Program. Other priorities ranked in descending order are:

- summer programs for interstate and intrastate migrant children,
- regular school term programs for interstate and intrastate migrant children,
- identification and recruitment of migrant children,
- staff development activities,
- Migrant Student Record Transfer System, and
- evaluation and testing.

Each year, North Carolina submits a plan which specifies its program objectives as determined through consultation with local project staff, the state Parent Advisory Council, and state agency personnel. Eight state objectives were identified for FY 1988. These objectives were aligned with national program goals to be compatible with the legislative mandates for Migrant Education. Evidence of the emphasis given to state priorities and the attainment of each state objective is described on the following pages.

Objective 1 - Identification

To assist in the identification and enrollment of migratory children and youth in migrant education projects as indicated by a record of student enrollments, surveys in the LEAs, and the establishment of new project centers within the state.

Attainment

MSRTS records indicate that 4,948 students were identified and enrolled during the regular term. There were 2,409 students enrolled during the summer term.

LEAs not operating a migrant program were asked to cooperate in a survey to determine if a migrant program would be practical in the coming year.

Local surveys were requested of all LEAs operating a migrant education project. Recruitment procedures are reviewed by the migrant consultant during the monitoring visit.

Three new migrant projects were established during FY 1988 (Brunswick County, New Hanover County, and Salisbury City school systems).

Objective 2 - Reading Programs

To assist in the development of programs of instruction in reading according to the assessed needs of the migratory children as indicated by data collected from the local evaluation reports.

Attainment

Four thousand two hundred nineteen (4,219) students were served in the migrant reading program. Some of these students were served in the regular term program, some in the summer term, and others attended both regular and summer terms. In North Carolina, there still exists a great need for assistance to migrant children in reading. They are far below the state average (see chart below). Also, 1,282 students participated in a language arts program.

FIGURE 21
Testing Percentile Rank
(Migrant Students and All Students
Total Reading (CAT 87-88))

Grade	Total Reading Percentile	
	All Students	Migrant Students
3	53	35
6	51	30
8	51	30

Objective 3 - Mathematics Programs

To assist in the development of programs of instruction in mathematics according to the assessed needs of the migratory children as indicated by a record of technical assistance provided to the local projects.

Attainment

Three thousand six hundred eighty-five (3,685) students were served in the migrant math program. Though the need for assistance in math is not as great as the need in reading, the math scores for migrant children are still far below the state average. (See Figure 22.)

FIGURE 22
Testing Percentile Rank
(Migrant Students and All Students
Total Mathematics (CAT 87-88))

Grade	Total Mathematics Percentile	
	All Students	Migrant Students
3	65	48
6	58	38
8	55	36

Compared to state averages in 1988, the achievement levels of migrant children in reading and mathematics are lower. The level of achievement continues to decline as migrant students progress through the grades.

Reading achievement is lower than mathematics achievement at each grade level. The results indicate that, although both reading and mathematics should receive attention, higher priority should be placed on reading.

FIGURE 23
Comparison of Mean Reading Scores*
(Migrant Students - 1987-88
Grade Equivalent Scores)

Grade	1982	1983	1984	1985	1986	1987	1988
1	1.7	1.7	1.7	1.6	1.5	1.5	---
2	2.7	2.9	2.5	2.6	2.3	2.3	---
3	3.3	3.3	3.3	3.4	3.0	3.0	3.1
6	5.7	5.9	5.6	5.7	5.3	5.3	5.5
8	---	---	---	---	7.0	7.2	7.4
9	8.0	8.0	8.0	7.0	---	---	---

FIGURE 24
Comparison of Mean Mathematics Scores*
(Migrant Students - 1987-88
Grade Equivalent Scores)

Grade	1982	1983	1984	1985	1986	1987	1988
1	2.2	2.2	1.9	1.8	1.7	1.8	---
2	3.3	3.2	3.0	3.0	2.6	2.8	---
3	3.7	3.7	3.7	3.7	3.5	3.4	3.6
6	6.6	6.7	6.6	6.6	5.7	5.8	5.7
8	---	---	---	---	7.6	7.9	7.8
9	8.7	9.0	8.7	8.4	---	---	---

*Grade equivalent scores from the North Carolina Annual Testing Program. Testing conducted in April. In 1986, the State dropped grade 9 and added grade 8. Grades 1 and 2 dropped from testing program in 1988.

The California Achievement Test (Form E) has been administered since 1986. In prior years, the California Achievement Test (Form C) was administered.

It should also be noted that in 1988, test data came from 755 migrant students in grades 3, 6, and 8. Where comparisons of status are made over two or more years, it should be recognized that the composition of the migrant participant group may have changed drastically during that time. No longitudinal study has been conducted which reports progress made by specific migrant students measured by matched pre-post test data. As of now, it may not be feasible to trace large numbers of migrant students over

time for the purpose of collecting evaluation information at two or more data points. If ways could be found to do this, the evaluation system would be greatly improved.

In grades two through ten, a positive normal curve equivalent was reported at all grade levels. (See Figure 25.)

Objective 4 - Interstate Coordination

To promote interstate cooperation and program continuity for migrant children as indicated by participation in national and regional program activities.

Attainment

The migrant staff participates in numerous interstate activities including attendance at the following:

- National Migrant Education Conference
- Interstate Migrant Education Council
- Migrant Education Center
- National Materials and Resources Center
- Migrant Student Record Transfer System (MSRTS)
- Master Teacher Programs

Objective 5 - Staff Development

To provide opportunities for supporting personnel to improve their competencies through appropriate training as indicated by a record of staff development activities.

Attainment

Staff development has been extensive for both state and local staff. The following is a list of workshops or conferences attended by state and/or local personnel:

- North Carolina Association of Compensatory Education (Two)
- Record Clerks Workshop (Two)
- National Migrant Conference
- Master Teacher Conference
- State Awareness Conference

Objective 6 - Evaluation

To evaluate the academic progress of migrant children and the effectiveness of local migrant projects on the basis of objective data generated at the local project level.

FIGURE 25

Achievement Information - 1987-88

Grade	Subject	NATIONAL NORM			STATE AVERAGE			N	MIGRANT			DEVIATION FROM STATE		
		Scale Score	%	NCE	Scale Score	%	NCE		Scale Score	%	NCE	Scale Score	%	NCE
3	Total Reading	674	50	50	679	54	53	261	647	35	42	-32	-15	-11
	Total Language	676	50	50	687	61	57	- - -	665	41	47	-22	-20	-10
	Total Mathematics	681	50	50	695	65	69	- - -	676	48	50	-15	-17	-19
	Total Battery	678	50	50	687	60	56	- - -	662	39	45	-25	-21	-11
6	Total Reading	732	50	50	734	51	51	234	710	30	39	-24	-21	-12
	Total Language	711	50	50	720	58	55	- - -	692	33	42	-28	-25	-13
	Total Mathematics	743	50	50	751	58	55	- - -	729	38	44	-22	-20	-11
	Total Battery	729	50	50	735	55	54	- - -	710	32	41	-25	-23	-13
8	Total Reading	758	50	50	760	51	51	260	741	30	39	-19	-21	-12
	Total Language	726	50	50	733	55	53	- - -	710	35	43	-23	-20	-10
	Total Mathematics	772	50	50	778	55	54	- - -	760	36	43	-18	-19	-11
	Total Battery	753	50	50	757	53	53	- - -	737	31	41	-20	-22	-12
TOTAL 755														

Attainment

Each local education agency (LEA) submitted an evaluation report to the State Migrant Office within 15 days after completion of the program. These evaluation reports document the attainment of objectives in the following areas:

- Needs assessment
- Staff development
- Certification
- MSRTS
- Parent Advisory Councils
- Individual Education Plan
- Evaluation
- Recruitment
- Parent Involvement
- Instructional Areas
- Dissemination
- Support Services

Objective 7 - Fiscal Management

To promote fiscal management procedures commensurate with legislative requirements and program guidelines as indicated by monitoring reports.

Attainment

Four (4) regional workshops and two (2) Compensatory Education Association meetings were held with a presentation from the fiscal office on fiscal management and procedures. Workshops were also held for the LEA business managers.

Objective 8 - Dissemination of Information

To provide appropriate dissemination of program information as indicated by the publication and distribution of newsletters and news releases.

Attainment

Each LEA is required to disseminate information to the public about the migrant program. Information was disseminated through the newspapers, television, radio and professional newsletters.

PARTICIPANT DATA

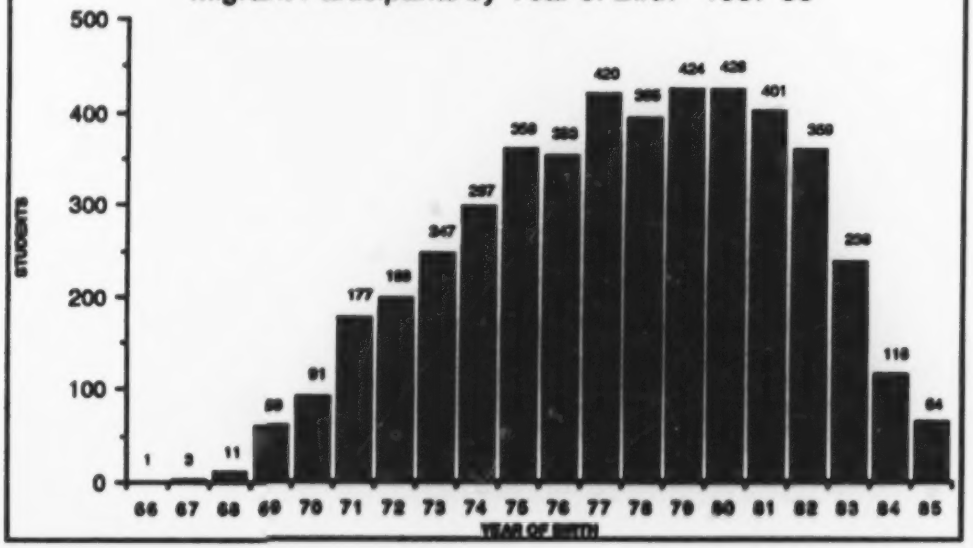
The source of the data referred to in this part of the Evaluation Report comes from the Performance Report submitted by each LEA. Data related to gender, year of birth, migrant category, and ethnicity represent an unduplicated count of migrant student participants during the regular and summer terms combined. Therefore, if a student participated in a migrant funded instructional or supporting service during both the regular and summer terms, he/she is counted only once. Additionally, students counted in the Performance Report do not include students who were enrolled in the Migrant Student Record Transfer System but who did not receive migrant funded supplementary programs and/or services.

Gender of the 4,639 students participating in migrant supplementary services and/or programs was about evenly divided between males and females.

FIGURE 26
Migrant Participants by Gender - 1987-88

Male	Female	Total
2,633	2,285	4,639

FIGURE 27
Migrant Participants by Year of Birth - 1987-88



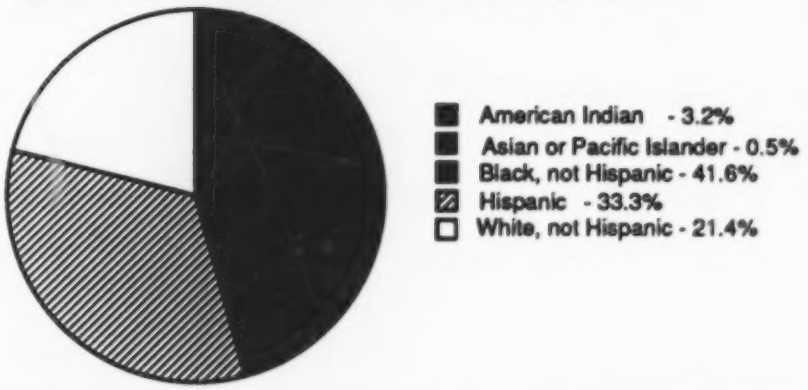
RACIAL/ETHNIC GROUP

Blacks comprise the largest number of project participants, followed by Whites, then Hispanics. Less than five (5) percent of project participants were American Indian or Asian. The following information summarizes data which shows an increase of Asian and Hispanic and a decrease in Black and White students:

American Indian or Alaskan Native	149
Asian or Pacific Islander	24
Black, not Hispanic	1,928
Hispanic	1,544
White, not Hispanic	994
TOTAL	4,639

FIGURE 28

Migrant Participants by Racial/Ethnic Group - 1987-88



MIGRANT STATUS

The largest number and percent of the students participating in North Carolina migrant education projects are involved with agriculture (96%). With this category, 50.5% are formerly migratory; 35.6% are currently interstate; and 13.9% are currently intrastate. About four percent of the state's migrant student participants were involved in fishing.

FIGURE 29 Participants by Migrant Status - 1987-88					
Agriculture			Fishing		
Interstate 1	Intrastate 2	Formerly Migrant 3	Interstate 4	Intrastate 5	Formerly Migrant 6
1,686	620	2,248	25	25	25

FIGURE 30 Migrant Participants by Grade Level - 1987-88		
Grade	Regular Term	Summer Term
Pre-K	69	317
K	365	364
1	413	264
2	387	245
3	384	256
4	364	216
5	387	190
6	352	131
7	324	99
8	283	84
9	202	20
10	131	14
11	84	11
12	58	5
Ungraded	15	38
TOTAL	3,818	2,254

FIGURE 31 Migrant Participants by Grade Grouping - 1987-88				
	Regular Term		Summer Term	
Grade	Number	Percent	Number	Percent
Pre-K	434	11.4	681	30.2
1 - 3	1,184	31.0	765	34.0
4 - 5	751	19.7	406	18.0
6 - 8	959	25.1	314	13.9
9 - 12	475	12.4	50	2.2
Ungraded	15	0.4	38	1.7

SUPPLEMENTARY PROGRAMS AND SERVICES

Reading, math, and tutorial instruction were the major types of supplementary programs provided by North Carolina Migrant Education projects. As has been mentioned previously, 56 regular term projects provided supplementary reading programs and 51 regular term projects provided supplementary math programs. One hundred percent of the summer projects included reading programs with the majority also providing math and language arts instruction.

Of the students benefiting from migrant-funded supplementary instructional programs, 68% participated in reading programs and 55% in math during the regular term. During the summer, approximately 72% of the summer school students participated in a reading program.

Supporting services were defined as attendance, social work, guidance, health, dental, nutrition, and pupil transportation. Pupil transportation and nutrition were ranked as the two most frequently provided services during the summer term when migrant education projects were usually the only summer school activities in operation. Fifty-six percent (56%) of the summer participants were involved in health and dental services as compared to 28% of the regular term participants.

ACHIEVEMENT DATA

The assessment of achievement by migrant students in North Carolina is obtained by an analysis of test results from the Annual Statewide Testing Program. Students in grades 3, 6, and 8 are tested annually, usually in April, in the areas of reading, mathematics, language, and spelling, where applicable. The instrument used is the California Achievement Test.

Student performance is reported in grade equivalent scores and percentile ranks because these indices traditionally have been used throughout the nation. Comparison of the migrant students' test scores is made with the average achievement scores for all students in North Carolina tested at a given grade level and against the national norms.

While the comparison data from 1982 to 1988 suggest that the mean reading and mean math scores for migrant students have remained relatively unchanged, the problem of lower-than-average achievement persists. Examination of information clearly shows that migrant students in North Carolina are achieving at a rate below their non-migrant counterparts and that their achievement falls further behind as they continue through the grades.

FIGURE 32

Reading Achievement Comparisons - 1987-88

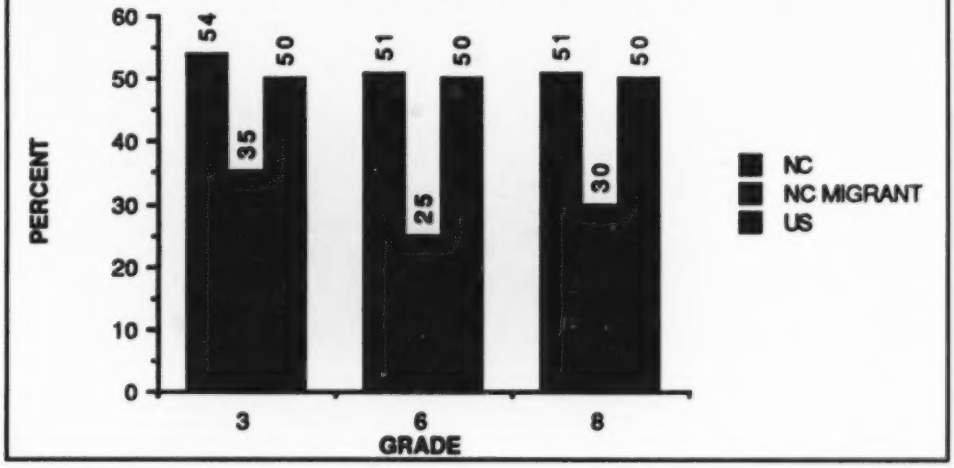


FIGURE 33

Language Achievement Comparisons - 1987-88

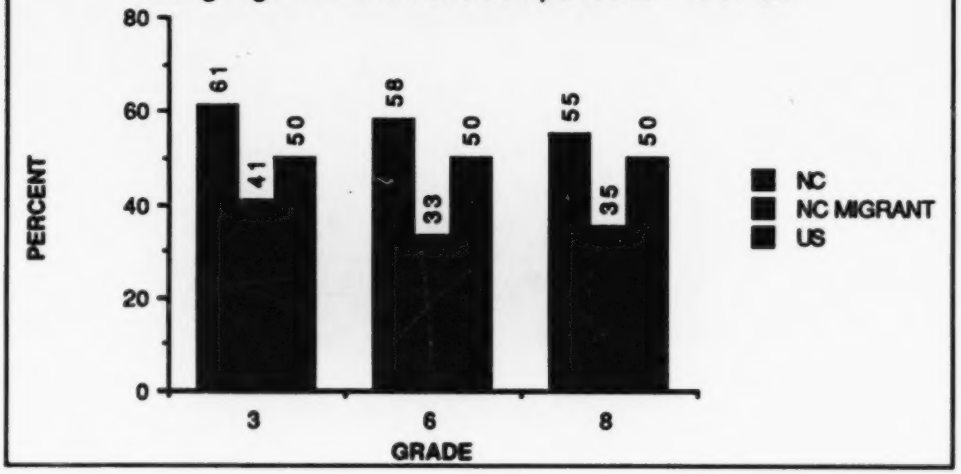
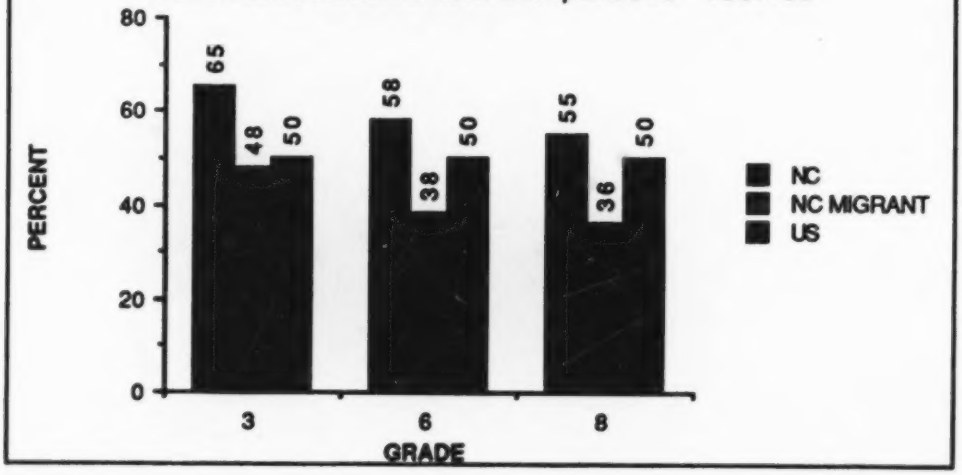


FIGURE 34

Mathematics Achievement Comparisons - 1987-88



STAFF INFORMATION

Local education agencies employed a variety of instructional and support personnel during FY 1988 in their migrant education projects. Teachers and teacher assistants were by far the largest classification of positions. Combined, they comprised more than 64% of the regular term staff and 78% of summer projects. Administrative positions were 6.3% for regular and 3.1% for summer.

FIGURE 35
Staff Information - 1987-88

JOB CLASSIFICATION	FULL-TIME EQUIVALENT	
	REGULAR TERM	SUMMER TERM
Administrative Staff	6.4	7.5
Teachers	34.4	78.8
Teacher Assistants	30.9	110.6
Curriculum Specialists	0.7	0.1
Staff Providing Supporting Services	4.4	7.1
Recruiters	15.6	17.3
MSRTS Data Entry Specialists	4.0	6.7
Other (Home-School Coordinators Counselors, Custodians)	5.0	14.4

FINDINGS

All available information indicates that the North Carolina migrant education program is adequately meeting the legislative requirements and the national program objectives. It is meeting the state goals for the program and has developed an effective procedure for delivering services to eligible migrant children through the educational agencies. Correspondence from the Department of Education indicates that the State Evaluation Report "follows the program requirements as defined in Chapter 1 Migrant Education Regulations."

The State Education Agency has compiled information from the SEA and the individual Local Education Agency (LEA) evaluation reports and presented the body of information as a cohesive analysis of the impact of the migrant education program on the participating children. The greatest value of this kind of report is derived from the effective use that can be made of it at the State and local levels in providing constructive feedback and guidance for future program improvement.

RECOMMENDATIONS

One of the primary goals of an evaluation is to effect programmatic and administrative improvement. Similarly, improvement has been a major thrust in this review of North Carolina's Migrant Education Program. The findings and results contained in this report will be used to enhance the programs and services for migrant students during their stay in this state. Several recommendations emerged from this analysis and are presented below for consideration.

1. Migrant Education should continue to print the Certification of Eligibility in both Spanish and English in order to ensure that the parents fully understand the document that they are asked to sign. The Hispanic population continues to grow in North Carolina. Certification of Eligibility forms are available to local units in both English and Spanish.

2. Migrant Education should continue to provide technical assistance to local school personnel in conducting surveys and developing new migrant projects.

   Experience during the past year has demonstrated that an intensive effort to identify migratory children can bear positive results. During this period covered by this report, three new projects resulted from surveys conducted in the local school units. Such efforts should be continued in those areas of the state where there are sufficient numbers of eligible migrant children.

3. Migrant Education should continue to cooperate with other governmental and private, non-profit agencies in providing comprehensive services to migrant families.

In the past, there has been a high degree of cooperation by the state migrant education office with other agencies of government and private, nonprofit organizations. This has resulted in the extension of services to eligible families, reduction of the overlapping services by the agencies, and understandings of the areas of responsibilities of each agency and the services which each is able to provide. One of the organizations through which this cooperation has been made possible is the State Advisory Committee on Services to Migrants. Through interagency discussions, migrant children have been provided health, social services and psychological services through the Department of Human Resources.

This support, through other agencies and organizations, has allowed the Migrant Education program to concentrate its efforts on the academic progress of the migrant children.

It is extremely important to take advantage of the support which is available from other agencies. In order to take advantage of the services, it is recommended that cooperation among the agencies by continued.

4. Migrant Education should continue to use effective evaluation procedures.

The evaluation process for the migrant education program has experienced changes throughout the years. As these changes have occurred, the evaluation process has become more effective and the evaluation reports have reflected a more accurate picture of the achievement and status of the migrant children enrolled in the program. The state evaluation report and the local project evaluation reports have become outstanding instruments for the improvement of services to migrant children.

5. Migrant Education should continue its efforts to improve program operations through staff development.
The staff development activities sponsored by Migrant Education have been a source of pride in the past. Through these staff development efforts, there has been a

noticeable improvement in the quality of program offerings and project organization. Still there is a need for such activities, particularly in view of the changing requirements of the program from the national level and the constant turnover of local project staff. Record clerks and recruiters need to be constantly updated on skills and techniques and provided instruction in new procedures required to implement new phases of the Migrant Student Record Transfer System. They should also be key persons in providing this type of information to other personnel in the LEA who work with migrant children.

Local project recruiters should be given assistance in order to understand the importance of their jobs and to learn how to accomplish it more effectively.

Local project directors and other local project staff members should be involved in workshops where they can improve their techniques in administering their migrant education projects. They should provide the dissemination of information provided at staff development workshops to local agency personnel. It is, therefore, recommended that the State migrant office maintain a constant effort to meet the staff development needs of all persons involved in the education of migrant children.

6. The LEAs should continue to make a concerted effort to enroll all eligible children in the migrant education projects. It is recommended that all eligible school-age children in the LEA, regardless of grade level, be enrolled in the migrant project and entered in the Migrant Student Record Transfer System.

7. Local project directors should make every reasonable effort to secure supporting services from other agencies and organizations.

This recommendation is repeated from previous evaluation reports. With the reduction in funding of the migrant education project, it becomes more important to secure services from other agencies and organizations.

Through the activities of the State Advisory Committee on Services to Migrants, the Migrant Education Section has been able to establish lines of communication with other agencies and organizations serving migrant families.

8. Local project directors should give strict attention to the certification and validation of each child to be enrolled in the migrant education project.

   The local project director is responsible for certifying the eligibility of each child enrolled in the local migrant education project. Any ineligible child enrolled in the project constitutes a basis for an audit exception. Therefore, each local project director should give close attention to the enrollment process and be certain that all children who are enrolled in the project, and all children who receive services in the project meet the eligibility requirements as set forth in the program regulations.

9. Migrant Education should continue to require the LEAs to conduct needs assessments.

   It is recommended that the coordinators make certain that each local project application contain an objective relating to needs assessment, that they make a visual check of the individual written needs assessments of the children enrolled in the projects during their regular monitoring visits, and that they make a report of any deficiencies noted in the area of needs assessments and instructional services when the monitoring report is prepared.

FIGURE 36
Five Year Grant Award Summary
Chapter 1 and Migrant Education

PROGRAM	1984	1985	1986	1987	1988
Chapter 1					
LEAs	$68,322,634	$72,357,379	$76,083,570	$72,399,812	$81,753,427
SAAs	1,084,361	1,245,097	1,129,369	973,300	1,086,992
TOTAL	69,406,995	73,602,476	77,212,939	73,373,112	82,840,419
Migrant	5,334,617	3,810,091	3,442,496	3,241,787	2,572,824

FIGURE 37
Five Year Participation Summary
(Students Receiving Instruction)
Chapter 1 and Migrant Education

PROGRAM	1984	1985	1986	1987	1988
Chapter 1					
LEAs	132,080	129,495	125,355	113,883	114,045
Neglected*	551	456	948	629	481
Private*	492	454	447	372	478
SAAs**	2,440	1,646	2,162	1,797	1,581
TOTAL	134,520	131,141	127,517	115,680	115,626
Migrant	6,270	6,095	6,343	5,208	4,639

* Included in LEA Totals
** State Applicant Agencies (Department of Correction, Department of Human Resources)